Topic: Anglo-Saxons
Cycle Year:2
Term:3
Educational Visit: The Staffordshire Hoard

Personal, Social, Health and Emotional Development:

Many objectives are covered through other subjects and according to need.

•to recognise and respond appropriately to a wider range of feelings in others
•to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
•to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
• that their actions affect themselves and others
• to judge what kind of physical contact is acceptable or unacceptable and how to respond
• the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
• to work collaboratively towards shared goals
• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Spiritual, Moral, Social and Cultural Development:

- Consider what it is like to follow God (UC People of God 2a.2) by looking at the story of Noah. We will also look at the covenant and promises. We will relate this to promises in our own lives and explore marriage promises. Finally we will compare different wedding celebrations e.g. Christian and Indian/Hindu
- Consider how a religious belief influence how someone lives their life by looking at the Hindu concept of action and consequence (Karma and Samsara)

PE:

- Striking and fielding: cricket and rounders
- Athletics
- Swimming
- Tennis
- OAA visit

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- All about me: body parts (incl. 'Head shoulders, knees and toes')
- Making monsters – recap colours/clothes as well as body parts
- A French Story: Va-t'en-grand monster vert
- Numbers to 69
- Food (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Trous
- Ice Creams and opinions
- Instructions to make…

Please see French progression map for further guidance

As historians we will explore the Anglo-Saxons:
Britain's settlement by Anglo-Saxons and Scots including:

- Timeline key events to develop a sense of chronology.
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne.

Please see history skills sheets for further guidance

As geographers we will:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate key counties (Wessex) in the UK and explore how this has changed by looked at Anglo-Saxon maps and present day maps of the UK.
- Use atlases and OS maps to identify key topographical features of the UK (hills, mountains, rivers, coasts).
- Consider the geographical question: Why did the Anglo-Saxons choose where to settle where they did? How did they use the land and how has the land use changed today?
- What was Stottesdon like during Anglo-Saxon times? Refer to evidence in the Doomsday Book and compare to present day evidence about Stottesdon and the surrounding area.
- Create a map Stottesdon school (including a key) in order to give a tour to a visitor.

Please see geography skills sheets for further guidance

As designers we will focus on:
To design, construct and evaluate an Anglo-Saxon coin purse using textiles.

- Explore a range of existing products: fastenings, design.
- Learn a range of stitches that can be used to sew 2 pieces of fabric together to make a 3D structure.
- Sew a button as a fastening.
- Add a small embroidered design (art skill).

Please see design and technology skills sheets for further guidance

As artists we will focus on:
Study the work of Gacometti to create a wire and modrock human figure. When designing, think carefully about the shape the sculpture's shadow will make. Create a string block print design for the base of the sculpture.
Please see art skills sheets for further guidance

As musicians we will: (MC Weather and Seasons)

- recognise how sound sources can be used expressively and be combined to create music in response to the Weather and the Seasons.
- explore how sounds can be changed, combined and organized to create class and group compositions.
- explore the music of the Baroque period and to the genre of the solo concerto focusing on "The Four Seasons" by Vivaldi.
- ***Element Foci: - Pitch, Texture, Timbre & Dynamics, Melody & Harmony***

Please see Music skills sheets for further guidance

As experts in computing we will:

- Use spreadsheets to design a graph to solve a problem e.g. x tables (2calculate 4.3)
- Writing for different audiences (2email; 2connect; 2diy 4.4) and making informed choices about the best way to present their information.

Please see computing skills sheets for further guidance

As scientists we will focus on:
Work scientifically
Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Light:

- Recognise that humans need light in order to see things and that darkness is the absence of light.
- Understands that light is reflected from surfaces.
- Understand that light from the sun can be dangerous and that there are ways to protect their eyes, also consider how the sun can damage our skin.
- Understands the difference between opaque, translucent and transparent materials and can explain how much light each material lets through.
- Shadows are formed when light from a light source is blocked by an opaque object (explore how light passes through transparent, translucent and opaque objects).
- <u>Working scientifically: Use the data loggers to find the best material for curtains.</u>

Electricity:

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Consider the risks and dangers involved in using electricity.

Please see science skills sheets for further guidance

Develop our English skills through the stimuli of:

- Explore the world of dragons and where they might live through poetry and stories, such as "Tell Me A Dragon" by Jackie Morris, and "Dragonory" by Pie Corbett.
- Non-chronological report about Anglo Saxon homes and life.
- Newspaper report about the Roman's leaving Britain.
- Haikus about different types of dragons.
- Explanation ofhow to make a shadow

Please see English assessment skills sheets for further guidance.

Develop our Maths skills through key foci of:

Year 3	Year 4
I can interpret and present data in different ways (bar charts, tables and pictographs).	I can interpret and present data in different ways (time graphs, bar charts, tables and pictographs).
I can use my times table and place value facts to divide mentally.	I can divide a 3-digit number using a formal written method.
I can add and subtract money practically, including giving change.	I can add and subtract money using mental and written methods.
I can convert between seconds and minutes.	I can convert between seconds, minutes and hours.
Problem solving and reasoning skills using all computations	
Fluency of number/mental arithmetic	
Explore the properties of a range 2D and 3D shapes.	

- Measuring to create the pattern for the coin purses.
- Please see skills and knowledge in year group assessment grids.